

# Education Practicum Workbook

## ***EDU Practicum Documentation Checklist:***

- **Application:** *EDU Form 1* 2  
(Due at registration)
- **Orientation:** *EDU Form 2* 3  
(Due 1<sup>st</sup> week of class)
- **EDU Conceptual Framework** 4 & 5
- **Performance Standards:** *EDU Form 3* 6 & 7  
(Due at registration- Mentor Teacher signs at end of semester)
- **Agreement:** *EDU Form 4* 11 & 12  
(Due 1<sup>st</sup> week of class)
- **Confidentiality Statement:** *EDU Form 5* 13  
(Due 1<sup>st</sup> week of class)
- **Course Objectives Evaluation:** *EDU Form 6* 14  
(Mentor Teacher submits at end of semester)
- **Signed Time Sheet:** *EDU Form 7* 15  
(Due monthly)
- **Mid-Term Evaluation:** *EDU Form 8* 16  
(Due at mid-term)
- **Professional Behaviors:** *EDU Form 9* 17-22  
(due 1<sup>st</sup> month of class and at end)
- **Student Self Evaluation:** *EDU Form 10* 23-24  
(due at end of semester)
- **Lesson Plan Format:** *EDU Form 11* 25-29
- **Mentor Teacher Evaluation:** *EDU Form 12* 30-31  
(Due at end of semester)
- **Content Area Learning Center** 32-36
- **Family Permission Form:** *EDU Form 13* 37
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- **Site Information & Mentor Teacher Information** 41-61

Name \_\_\_\_\_ Student ID No. \_\_\_\_\_ Term: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Year \_\_\_\_\_  
 Major \_\_\_\_\_ Course: EDU \_\_\_\_\_ Credit Hours \_\_\_\_\_  
 Faculty Coordinator \_\_\_\_\_ Practicum Coordinator \_\_\_\_\_  
 Employer /Site Location \_\_\_\_\_ Mentor Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**EDU 184, EDU 284 and 285**  
**APPLICATION FOR EDU PRACTICUM EXPERIENCE**  
(Please print or type)

**Application Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_  
Last Name First MI

**Student ID Number:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Student E-mail:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
PO Box / Street  
\_\_\_\_\_  
City State Zip

**Curriculum Major:** (Check one)  Early Childhood  School-age

**Faculty Coordinator:** \_\_\_\_\_ **GPA:** \_\_\_\_\_

**BRCC Pre-Req. for EDU 284: Completed (EDU 119):**  Yes  No  
**BRCC Pre-Req. for EDU 284: Completed (EDU 119, EDU 144, EDU 145, EDU 146 and EDU 151):**  Yes  No

**BRCC Pre-Req. for EDU 285: Completed (EDU 144, EDU 145, EDU 163 and EDU 216):**  
 Yes  No

**Type of Placement Preferred:** \_\_\_\_\_  
(Public or private, Infants, Toddlers, Preschoolers, Elementary School, School-age, family child care, Early Childhood Agency, etc)

**Placement School Preferences:** \_\_\_\_\_

**\*\*\* I understand that it is mandatory that I attend the practicum orientation on the first day of class.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Notes:*

*\*Information included on this form is protected by the Family Education Rights and Privacy Act of 1974, and is shared on the condition that you will not permit any other person access to it without written consent of the applicant.*

*\*This form or a copy of this form should be submitted to your faculty coordinator when registering for the course EDU 184, EDU 284 or 285.*

## STUDENT ORIENTATION FOR EDU PRACTICUM EXPERIENCE

Applicants for the Practicum Courses in the Early Childhood or School-age programs will be required to sign that they have received the practicum packet and instructions, participated in an orientation for EDU practicum experience, and received information that included the following topics:

- a. Explanation of the purpose of the practicum experience
- b. Requirements for successfully completing the practicum experience
- c. Assignment guidelines and expectations
- d. Calendar of meetings and due dates
- e. Understanding the world of work and professionalism
- f. Student interests and abilities and how they affect job performance
- g. Benefits of work experience in securing employment upon graduation
- h. Importance of earning good grades and how they affect the ability to secure employment
- i. Specific policies regarding sexual harassment and discrimination
- j. Other college policies, as appropriate
- k. Types of insurance coverage that I should be aware of
- l. Types of background and medical checks that may apply
- m. Importance of completing the documented time sheet with Mentor Teacher's signature

To complete the application process, the candidate will be required to submit the following items to the lead instructor of either the school-age or early childhood program.

Complete all portions of the practicum application.

1. Acknowledgement of applicant's ability to provide safe care of children. The applicant will sign a statement that she/he understands they must demonstrate a level of physical and emotional health that is indicative to their ability to provide safe care of children.
2. Certain participating sites hosting Blue Ridge CC (BRCC) students in practicum experiences require a criminal background check for all students. According to North Carolina Division of Child Development, a **Criminal Background Check** is a search of local, state, and/or federal records to determine if a person has been convicted of a crime. Effective January 1, 1996, anyone working, *or wanting to work*, in child care must complete a criminal records background check. The results of the background check are used to decide if the person is fit to care for children.
3. Additional requirements may be necessary based upon the requirements of the chosen hosting site for practicum experiences, including but not limited to TB skin test, fingerprinting and a health questionnaire.

Having participated in this orientation, I believe that I understand the college's policies and procedures that guide practicum education work experiences, and I agree to abide by them.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

*\*This form or a copy of this form should be submitted to your faculty coordinator the first week of class.*

Updated 9/26/14

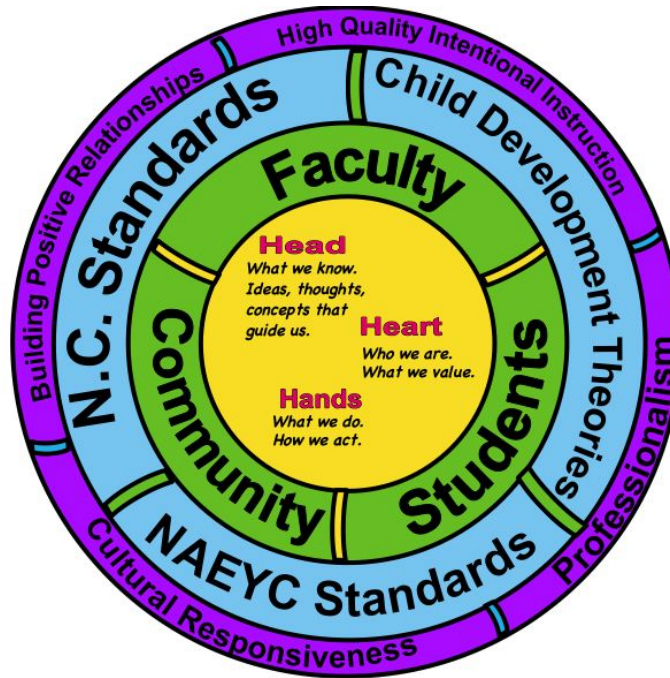
EDU Form 2

**BRCC Education Department CONCEPTUAL FRAMEWORK:**

The Early Childhood and School-Age Education programs at BRCC use a holistic approach of educating the person by focusing on the Head, Heart, and Hands model. This holistic approach involves the collaboration of Faculty, Students, and Community through the use of the NAEYC standards, N.C. Early Learning Standards, and Child Development Theories. Students experience learning at all levels; the head (what we know, ideas, thoughts, and concepts that guide us), heart (who we are, what we value, our code of ethics), and hands (what we do and how we act). A focus is on the following core values:

- Building Positive Relationships through Community and Student Engagement
- High Quality Intentional Instruction and Experiences
- Cultural Responsiveness
- Professionalism.

These core values all interrelate and cannot be designated as one being the head, one being the heart, and one being the hands, which is descriptive of a holistic approach.



**CORE VALUES**

Core Value	How value is integrated into the program context and key assessments	Link to BRCC College wide goal (pg. 8-9)	Link to NAEYC Standard
Building Positive Relationships through Community and Student Engagement	<ul style="list-style-type: none"> <li>• Education Club</li> <li>• Advising/Instructor-Student relationships</li> <li>• Instructor relationships with faculty at 4 year universities to develop articulation agreements</li> <li>• EDU 221 Child Case Study (KA#3)</li> <li>• EDU 131 and EDU 173 Service learning (KA#1)</li> <li>• Articulation with universities</li> <li>• EDU 131 Family Involvement Plan (KA#2)</li> </ul>	1d 3b	2 (all) 3(all) 4a 6 (all)

<p>High Quality Intentional Instruction and Experiences</p>	<ul style="list-style-type: none"> <li>• Faculty model teaching by student interests/children’s interests</li> <li>• EDU 184-Reggio Emilia project approach</li> <li>• Faculty members teach approaches which emphasize Piaget, Vygotsky, Gardner, and the student’s individual school settings.</li> <li>• Model classroom</li> <li>• EDU 145/284/285 Lesson Plans (KA#4)</li> <li>• EDU 284/285 Learning Center (KA#5)</li> <li>• EDU 271 Integrated Tech Plans (KA#6)</li> </ul>	<p>2a</p>	<p>1(all) 2c 3(all) 4(all) 5 (all) 6a,c,d</p>
<p>Cultural Responsiveness</p>	<ul style="list-style-type: none"> <li>• EDU 119 taught in Spanish</li> <li>• Diverse learning opportunities for non-traditional students</li> <li>• Helping Hand Developmental Day prepares students to work in an inclusive setting</li> <li>• Flexible course schedules and online courses</li> <li>• EDU 131/173 Service learning (KA#1)</li> <li>• EDU 131 Family Involvement Plan (KA#2)</li> <li>• EDU 145/284/285 Lesson Plans (KA#4)</li> </ul>	<p>1c</p>	<p>1b 2 (all) 3d 4a 6(all)</p>
<p>Professionalism</p>	<ul style="list-style-type: none"> <li>• NAEYC accreditation</li> <li>• EDU club is actively involved with the NAEYC local affiliate</li> <li>• EDU 173 course</li> <li>• EDU 131/173 Service learning (KA#1)</li> <li>• Professional Behavior Checklist (3 times throughout the program)</li> <li>• NC Early Learning Standards (Foundations)</li> <li>• EDU 284/285 Practicums</li> </ul>	<p>1a 2b</p>	<p>6(all)</p>

In designing the learning experiences for students, we believe it is best to utilize all three components of the head, heart, and hand model. They all go together for this holistic approach because effective teaching through engaging your intellect (heads) will produce knowledge, but unless you put learning into practice (hands), you will not fully understand what you have learned, and will not know how to apply it. If you make the effort to fully understand and put into practice what you learn throughout the program, it will become something you care about (heart). This holistic intention seeks alignment of head, heart and hands and focuses on the BRCC Education Club motto: *Docendo Discimus*, which is Latin for “By teaching we learn”.

***Each student in the Early Childhood or School-Age program at Blue Ridge Community College must designate having read, understood, and agreed to the following by signature and date.***

It is expected that a student in the Early Childhood or Elementary Education field must be able to perform certain activities to maintain the standards of safety for children. If a student feels that meeting the following standards is not possible or requires modifications / accommodations, the student must self disclose his/her disability and request reasonable accommodations through the Disability Services Office and the Lead Instructor for the Early Childhood or School-Age program(s) at Blue Ridge Community College.

### **Performance Standards for Student**

Physically should:

- Have mobility, strength, and dexterity to be able to lift a child weighing up to 50 pounds; interact at each child's level and retrieve children who wander and/or run from the group
- Be able to sit down on floor or ground and get up again quickly
- Be able to change a diaper
- Perform the duties of sweeping, mopping, cleaning tables and toilets, etc.
- Be able to run and play with children outside

Sensory should:

- Have adequate hearing in order to supervise children from across a 20 ft. room
- Have adequate vision in order to supervise children from across a 20 ft. room
- Demonstrate required sensory skills in order to observe individual children as well as a group of children for monitoring safety, social interaction, non-verbal cues or signs of physical abuse or neglect

Behaviorally/Cognitively should:

- Be dependable: not be late or absent from work in excess or without notification
- Refrain from the use and abuse of any substance that would impair the ability to attend work consistently and work with children in a reliable manner
- Have the ability to attend work consistently and work with children in a reliable manner to ensure the safety of, observation of, and assessment of all situations involving a child, and group of children and co-workers
- Adapt to changing duties and needs of work environment, to include retaining new information as related to the program, the profession, and needs of each child
- Exercise independent judgment to effectively solve problems, and make decisions

Emotionally/Interpersonally should:

- Take initiative in speaking with parents to make them and the child feel welcome. Work with parents and children during arrival and departure to provide a smooth transition
- Be able to stand or sit in front of groups of children and present class materials
- Be able to multi-task: Stay in control and adequately supervise a group of at least 15 children who are performing different activities. Should have skills in order to meet the needs of small and/or large groups of children while also being aware of the other children in the room; and helping those with special needs or problems at any given time

- Be willing to receive direction, suggestions, and feedback from co-workers, supervisors, and families

Communicatively should:

- Understand and respond to oral communications and directions
- Impart information and orally communicate appropriately with children, families, and others
- Be able to read, write, understand and respond to written instructions, communications and materials
- Have adequate verbal and written communication skills with other adults (colleagues, parents) and children of differing ages

I \_\_\_\_\_ (student’s printed name) have read and understood all parts of the statement presented and certify that I am in compliance. I am capable of meeting the above performance standards. I understand that if I need accommodations now or if my health status changes during the program, it is my responsibility to self-disclose to the Disability Services Office and Lead Instructor for Early Childhood or School-Age Program(s).  
 (Student will sign at beginning of practicum experience)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

The student under my supervision has met the above performance standards and provided safe care of children during the practicum experience.

(Mentor Teacher will sign at end of practicum experience)

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

## **EDU PRACTICUM EXPERIENCE INSURANCE INFORMATION FOR STUDENTS**

### **Student Accident Insurance**

Curriculum students are provided a student accident insurance plan that covers medical expenses caused by accidental bodily injury during college related academic and social activities. The provisions governing this policy are contained in the master policy issued to the school, and may be viewed during the school's office hours. A brief description of the policy, which varies from year to year, is available on the school's website at this link:

[http://www.blueridge.edu/shared\\_documents/student\\_life/studentinsurance.php](http://www.blueridge.edu/shared_documents/student_life/studentinsurance.php).

### **Workers' Compensation Insurance**

North Carolina law requires employers to provide workers' compensation coverage for all of their paid employees, if they employ three or more individuals. Thus, for most practicum education situations, students will be covered with this insurance during the entire length of their practicum experience. Students placed in a non-paid Early Childhood or School-age work experience will normally not be eligible for this coverage.

### **Unemployment Insurance**

By action of the federal government and the North Carolina General Assembly, practicum students may not apply for unemployment insurance based upon practicum employment. Therefore, unemployment insurance premiums are not paid on practicum students working in the state.

### **Additional Insurance Information**

Some employers may provide health and accident insurance coverage for practicum students as a benefit of employment, and students may want to inquire if this is the case when they are hired for work experience positions.

Early Childhood employers may require students to be covered by a Child Abuse and Neglect insurance policy. If so, however, the provision (cost) of this insurance is the responsibility of the employer.

Practicum students participating in work experiences are strongly encouraged to explore their options for insurance coverage to supplement the insurance provided for all students by the college. Personal accident policies held by parents or spouses of students should be checked to see if they apply to such situations, and in lieu of such coverage, additional policies should be purchased to ensure adequate financial protection.

*\*This handout should be given to all practicum students during the orientation session.*



**Practicum placements must meet the following criteria:**

An introductory practicum experience may be taken at the beginning of the students' program as part of EDU 184. Students complete their capstone practicum in EDU 284 or EDU 285. EDU 284/285 students are in their last year of the Associate Degree program, or have completed at least 12 semester hours in Early Childhood Education courses with a "C" average or better. Students may work in the following settings during the practicum placement:

**I. Practicum Placement in Preschools, Child Care, and Child Development Centers**

1. The practicum site must not have substantiated or pending abuse or neglect cases in the past 12 months.
2. The field site must have a three, four, or five star rating and/or be willing to complete the ITERS and ECERS evaluation process if necessary.
3. The practicum supervisor must be an onsite staff member with an Associate Degree in Early Childhood or a Bachelor's Degree in Early Childhood, Elementary Education or a related degree.
4. The practicum supervisor must complete orientation and be available to meet with BRCC Field Coordinator and/or Early Childhood faculty members during the semester.
5. The practicum site may require a fingerprint and background check. Students are required to comply with this request and present completed paperwork *before* entering the site and beginning work.

**II. Practicum for Students Currently Employed in an Early Childhood Setting**

Criteria in section I must be met along with the following requirements.

1. The student has been employed at the center for two consecutive years.
2. The student, the employer and the Early Childhood faculty are able to identify opportunities for the Student's Course Objectives that will provide the student with experiences and opportunities to acquire new knowledge and skills.
3. The Director/Owner agrees to allow the student to assume the lead teacher role for a minimum of 8 weeks during the practicum semester.
4. The student is provided release time to visit other centers in order to complete course assignments.

**III. Practicum for Center Owners/Directors or Family Child Care Home**

Criteria in section I and II must be met along with the following requirements.

1. The center is a licensed three, four, or five star center with no pending or substantiated child abuse and neglect charges for the past 12 months.
2. The student will be assigned a Center Director, Family Child Care Home Provider or other Early Childhood Professional who meets the educational requirements and center criteria listed below as a supervisor.
3. The student, Early Childhood faculty and practicum supervisor are able to identify opportunities for the Student's Course Objectives that will provide the student with experiences and opportunities to acquire new knowledge and skills.

**IV. Practicum for Students in an elementary school (Students seeking the School-Age degree, must follow these guidelines, those seeking an early childhood degree may be placed in an elementary school, as well).**

1. Students may be assigned to a kindergarten, first, second, or third grade public school classroom in Henderson, Polk or Transylvania counties. Charter Schools are included as a part of the North Carolina Department of Public Schools, and may be selected as a practicum location.
2. Students may request a kindergarten through third grade practicum placement at local accredited private schools. See Early Childhood Instructor for details.
3. Students who are currently employed in the public school system may use their worksite as the practicum site, if the student, Early Childhood faculty and the practicum supervisor are able to identify opportunities for the Student's Course Objectives that will provide the student with experiences and opportunities to acquire new knowledge and skills.
4. The supervisor may be a classroom teacher or a teacher assistant with an Associate Degree in Early Childhood or a Bachelor's Degree in Early Childhood, Elementary Education or related field of study.

***Any exceptions to the above practicum placement guidelines must be approved by BRCC Early Childhood/School-Age Faculty.***

## PRACTICUM EDUCATION EXPERIENCE AGREEMENT

STUDENT NAME:	CURRICULUM:	TERM: YEAR:
EMPLOYER/SITE LOCATION:	CONTACT PERSON NAME (SUPERVISOR):	E-MAIL for CONTACT PERSON (SUPERVISOR):
EMPLOYER/ SITE LOCATION ADDRESS & CITY	STATE:                  ZIP:	TELEPHONE:

The following statements constitute the Agreement on which participation in the Practicum Education Experience at Blue Ridge Community College is based:

### **Placement and Employment Procedures**

Blue Ridge Community College and the cooperating employer/site location agree to observe placement procedures and employment practices which conform to all federal, state, and local laws and regulations (including nondiscrimination toward any participant or employee because of race, color, religion, sex, veteran's status, handicap, or national origin).

### **College Responsibilities**

1. Assess the student's skills, capacities, and career objectives.
2. Assist the student in finding an employer or practicum site location of his or her interest.
3. Provide consultation and coordination between the student, the practicum site, and the college.
4. Approve and evaluate accomplishment of the Student's Course Objectives for each training period.
5. Conduct on-site visits with practicum students and their immediate supervisors.
6. Determine a grade for the practicum experience and award college credit based on the student's performance and completion of requirements.

### **Employer or Site Location Responsibilities**

1. Provide a minimum of at least 160 hours of practicum experience and/or employment per semester/term depending on course credit assigned.
2. Identify a qualified employee with an Associate Degree in Early Childhood or a related field or a Bachelor's Degree or higher in Early Childhood, Elementary Education, or related field of study to serve as classroom mentor teacher who will provide feedback to the student on progress towards their measurable learning outcomes as stated in the course syllabus.
3. The supervisor/mentor teacher should meet weekly with the practicum student and will assist the student in developing and evaluating the Student's Course Objectives that will be related to the student's academic studies.
4. Permit on-site visits by a college representative. Be available to meet with BRCC Early Childhood faculty at the beginning of the semester, mid-semester and at the end of the semester to complete student progress reports.
5. Notify the Early Childhood Education Department and/or Faculty Coordinator at the college of any action that might result in the termination or change of employment/practicum status of the student.
6. Encourage the student to continue his or her higher education to completion.

7. If practicum is done at a place of employment, compensation of practicum student should be at a level consistent with regular employees in a similar training situation.
8. Provide Workers' Compensation liability insurance for any paid practicum students during the entire work experience period
9. Evaluate the student's performance during on-site visits and at the end of the semester/term.
10. Give permission to use employer's name in practicum marketing/promotional materials.
11. Create work assignments that provide training and education for the student and are suitable to the needs of the employer and the student.
12. Assure a safe and healthy work environment. ***Students must never be left alone with the children!***

**Student Responsibilities**

1. Report punctually and regularly for work/practicum experience.
2. Strive to do the best possible job for the employer.
3. Adhere, at all times, to the employer's work rules and regulations.
4. Notify the employer promptly if unable to attend work/practicum for any reason.
5. Begin implement the Student Learning Outcomes in conjunction with the immediate supervisor and faculty coordinator during the first two weeks of the work/practicum experience.
6. Provide additional accident insurance, if desired, to supplement what is provided to all students by the college.
7. Provide background check, fingerprinting, and medical report if required by the site.
8. Inform the college's Financial Aid Office of their practicum (if employed) and report wages earned during the practicum work experience, if appropriate.
9. Uphold confidentiality.

**Job Description**

The student will be planning, implementing and evaluating lesson plans under the supervision of a qualified supervisor, conducting small and large group times, observing, documenting and assessing children, and participating in supervising children both in the classroom and on the playground.

**Statement of Cooperation**

I understand the responsibilities of all parties involved in this Practicum Education Agreement and will strive to make this a successful learning experience.

\_\_\_\_\_  
Student Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Coordinator Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Employer/ Site Coordinator Signature (Mentor Teacher) \_\_\_\_\_  
Date

*Note:*

*\*This form or a copy of this form should be submitted to your faculty coordinator upon its completion, but no later than the first week of class.*

## Confidentiality Statement

The goal of the early childhood department is to provide instructional experiences in and outside of the classroom. As trained professionals in the early childhood and school-age fields, we value the right to privacy and respect of individuals.

As an early childhood and/or school-age student, I am committed to ensure that the private details of any center/school visited while enrolled in the early childhood/school-age curriculum remain confidential. I will not disclose any matters relating to site observations or any other material to any third party without written consent from the concerned party.

I will use the information gained from my observations and work experiences in the following ways:

- To discuss and measure developmentally appropriate practices in the environment.
- To explore and share an understanding of children, curriculum, learning and the role of adults in supporting learning.

Out of respect for the center/school privacy, I agree to never disclose the children's name, center/school, address or any other information to another individual.

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of classroom mentor teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of faculty coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), this material is transmitted to you on the condition that you will not permit any other party to have access to this material without the written consent of the applicants.

Mentor Teacher’s Evaluation of:

**Student Learning Outcomes**  
**EDU 284/285**

**Rating Scale:**

1. *Exceeds Expectations*
2. *Meets Expectations*
3. *Does not yet meet expectations*

<b><i>Upon completion, the student will be able to...</i></b>	<b>Mentor Teacher’s Rating</b>
1. Implement developmentally appropriate activities in a variety of content areas and positive guidance strategies based on observation and assessment within the classroom. (NAEYC 5a, 5b, 5c, SS#1-Self assessment/evaluation, SS#2 - applying foundational concepts from general education)	
2. Use observation, documentation, and other appropriate assessment tools and approaches in collaboration with site professionals to enhance learning. (NAEYC 3b, 3d, 6a)	
3. Use positive relationships and supportive interactions with children, families and staff by being sensitive to diverse abilities, various cultures, languages and socio-economic status. (NAEYC 2a, 2b, 6a, and 6c)	
4. Uphold ethical standards and professional guidelines. (NAEYC 6b)	
5. Reflect on their own practice to promote positive outcomes for each child. (NAEYC 4d, 6d)	
6. Exhibit professional behaviors such as, arriving on time ready to work, incorporated suggestions made by the Mentor Teacher, if applicable, upheld confidentiality, inform the teaching team of any absences, et cetera. (NAEYC 6a)	

***It is a mandatory requirement that students meet with their Mentor Teacher at least once a week to discuss the student’s performance on these objectives and to plan for the following week.***

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Classroom Mentor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

**EDU PRACTICUM EXPERIENCE**

**STUDENT’S TIME REPORT SEMESTER:** \_\_\_\_\_

In order for a practicum student to get proper academic credit; an account of time and days worked for the practicum experience must be recorded by the student and verified by the supervisor.

<b>Student’s Name:</b>	<b>Total Hours For Semester:</b>
<b>Classroom Mentor Teacher Name:</b>	

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<u><b>Initials</b></u>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<u><b>Initials</b></u>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<u><b>Initials</b></u>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<u><b>Initials</b></u>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

*Student and supervisor must initial at the end of each month and sign at end of semester or before a student drops from class.*

**EDUCATION PRACTICUM WORK EXPERIENCE  
MID-TERM EVALUATION WORKSHEET**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Last First MI

Curriculum Program: \_\_\_\_\_

Course: EDU 284 \_\_\_\_\_ EDU 285 \_\_\_\_\_ SPRING 20 \_\_\_\_\_

Employer/Site: \_\_\_\_\_

1. I think I am achieving my Student Learning Outcomes.  Yes  No

2. My employer/site/mentor teacher provides adequate training and supervision so that I can perform my responsibilities  Yes  No

3. My mentor teacher has provided me with feedback concerning my performance during my practicum.  Yes  No

4. My practicum responsibilities have challenged me.  Yes  No

5. The overall quality of my current practicum experience is graded as:

Very Good  Good  Fair  Poor  Very Poor

(If you mark "Very Good" or "Very Poor", please explain.)

6. Describe any details of your practicum position that you believe your faculty coordinator should know:

7. Faculty coordinator suggestions to student:

Student Signature

Date

Faculty Coordinator Signature

Date

*This form is only completed by the student and faculty coordinator.*



## EDU 284/285 – Practicum Experience Rating System for Professional Behaviors (Soft Skills)

Name: \_\_\_\_\_ Program \_\_\_\_\_

As the student progresses through her/his internship experience the student will be evaluated on their adaptation to their professional role. Below are the major professional traits, which are associated with professional practice. For each trait negative and positive examples are listed. Place an X in the box that most closely identifies the student’s behavior for that particular trait. If the student places within the first example then an action plan must be developed. If the student places in the second example for more than one trait then an action plan is also needed. For Example: If under the trait, “Adaptability”, the student places in the example, “Rebels against change; cannot complete assignment under changed conditions”, then an action plan for Adaptability will need to be developed. If the student places in the second example for “Adaptability” and the second example for another trait (or more traits); then an action plan would need to be developed for those traits. First, the student will fill out this assessment as a self-assessment and mark the column under “self” with an X. Second, the student will review their self-assessment with his or her cooperating teacher and develop an action plan for areas needing improvement. Finally, the mentor teacher will fill out this rating system for affective professional behaviors at the end of the internship experience.

**ADAPTABILITY:** Consider the student’s ability to adjust behavior due to organizational changes such as scheduling, reassessing priorities to accommodate changes in workload and making the transition from task to task or from one work area to another.

Self    Mentor  
           Teacher

		Rebels against change; cannot complete assignment under changed conditions.
		Unable to adjust to change without becoming anxious, needs considerable assistance to complete assignment.
		Usually adjusts to changes with minimal disruption; usually able to complete work under changed conditions.
		Adjusts readily to changes; accepts new situation without complaint and completes assignments under changed conditions.
		Have not yet observed.

**RELATIONSHIP TO OTHERS:** Consider the student’s ability to get along with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic) in a polite, cooperative manner.

Self    Mentor  
           Teacher

		Makes minimal effort to cooperate; sometimes appears indifferent towards others.
		Generally makes an effort to be cooperative but has difficulty relating to some people.
		Usually pleasant, polite, courteous and cooperates well with most everyone.
		Consistently maintains good relationships; easily adjusts to different personalities; consistently cooperative, pleasant, and polite.
		Have not yet observed.

**COMMUNICATION SKILLS:** Consider the student’s ability to communicate effectively with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic). This would include listening, relating positively toward others through words, proper usage of words, eye contact, and body language.

Self    Mentor  
           Teacher

		Makes minimal effort to communicate; sometimes communicates negatively to others.
		Generally makes an effort to communicate but has difficulty relating to some people.
		Usually pleasant, courteous and positive, communicates well with most everyone.
		Consistently communicates well through correct usage of words and body language, listens well, has good eye contact, and relates to others in a positive manner.
		Have not yet observed.

**PRODUCTIVITY:** Consider speed, organization and content of product.

Self    Mentor  
           Teacher

		Instructions must always be repeated; seldom completes tasks in acceptable length of time.
		Can only do one thing at a time; very slow but usually completes required work.
		Can usually organize material to complete assignments in a reasonable period of time.
		Very well organized and efficient in carrying out workload in a minimal amount of time.
		Have not yet observed.

**SELF-CONFIDENCE:** Consider the amount of reassurance needed in order for the student to complete tasks.

Self    Mentor  
           Teacher

		Unable to perform previously learned tasks without assurance of abilities.
		Occasionally performs previously learned tasks without reassurance of abilities.
		Usually performs previously learned tasks without reassurance of abilities.
		Performs most all previously learned tasks without reassurance of abilities.
		Have not yet observed.

**RESPONSIBILITY AND DEPENDABILITY:** Consider the degree to which the student is able to follow through and assume responsibility for actions.

Self    Mentor  
           Teacher

		Does not follow through, unable to assume responsibility for tasks or actions.
		Occasionally follows through, reluctant to assume responsibility for tasks or actions.
		Usually follows through, generally able to assume responsibility for tasks or actions.
		Always follows through assumes responsibility for tasks and actions.
		Have not yet observed.

**PUNCTUALITY AND ATTENDANCE:** Consider the student’s promptness, attendance record, and notification to instructor/supervisor when absent or tardy.

Self    Mentor  
           Teacher

		Consistently tardy, often absent; neglects to notify instructor.
		Often tardy or absent; and/or neglects to notify instructor.
		Seldom tardy or absent, gives proper notification to instructor/supervisor.
		Tardy or absent only under extenuating circumstances and with proper notification to instructor.
		Have not yet observed.

**INITIATIVE:** Consider the student’s resourcefulness in applying themselves to assigned tasks and daily work and seeking additional responsibilities.

Self    Mentor  
           Teacher

		Puts forth minimal or no effort in accomplishing assigned work and avoids additional responsibility.
		Does only assigned work and rarely seeks additional responsibility.
		Does assigned work well; occasionally seeks additional responsibilities.
		Does assigned work well and frequently seeks additional responsibilities.
		Have not yet observed

**DISCRETION:** Consider the student’s ability to be cautious and appropriate in communications concerning children/family information.

Self    Mentor  
           Teacher

		Shows no apparent concern toward children’s/family’s rights or needs; generally fails to respect professional confidentiality (gossips freely about children/family experiences).
		Often ignores or is inattentive to children’s/family’s rights and needs; occasionally violates professional confidentiality.
		Generally sensitive to children’s/family’s rights and needs; seldom violates professional confidentiality.

		Fully realizes the importance of his/her role in children/family rights and needs; respects children's/family's confidentiality.
		Have not yet observed

**PROFESSIONAL APPEARANCE:** Consider if student presents a professional image in accordance to guidelines in handbook.

Self    Mentor  
           Teacher

		Poor personal hygiene; attire inappropriate according to guidelines in handbook.
		Sometimes untidy and careless about personal appearance. Occasionally wears inappropriate attire according to guidelines in handbook.
		Generally neat and clean. Satisfactory personal appearance in accordance to guidelines in handbook.
		Always neat, clean and well groomed, presents a professional image in accordance with handbook.
		Have not yet observed

**REACTION UNDER STRESS:** Consider the student's ability to perform required duties with accuracy and maintain organization under stressful circumstances.

Self    Mentor  
           Teacher

		Unable to perform duties required under stress.
		Sometimes lacks self-control needed to perform duties under stress.
		Occasionally excitable, but capable of performing required duties adequately under pressure.
		Consistently demonstrates poise and control under pressure. Handles stressful situations well.
		Have not yet observed

**ACCEPTS CRITICISM:** Consider the degree to which the student is able to hear, listen to, and evaluate feedback about self and activities in a positive way without defense or excess embarrassment.

Self    Mentor  
           Teacher

		Displays negative attitude when given criticism. Tries to put the blame on others.
		Occasionally able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Accepts criticism in a positive manner. Uses criticism as a learning tool to improve skills. Seeks suggestions for improvement.
		Have not yet observed

**PROBLEM SOLVING/CONFLICT MANAGEMENT:** Consider the degree to which the student is able to hear, listen to, and evaluate situations about self, others, and activities in a positive way by seeking solutions to problems and conflicts.

Self    Mentor  
           Teacher

		Displays negative attitude when difficult situations arise. Does not seek to find positive, workable solutions. Does not consider others' views or feelings.
		Occasionally able to hear, listen to and evaluate situations about self and activities in a positive manner. Occasionally offers ideas to help solve problems.
		Able to hear, listen to and evaluate situations about self, others, and activities. Usually offers possible solutions to problems that arise with a positive, helpful attitude. Usually demonstrates positive conflict management skills.
		Able to hear, listen to and evaluate situations about self, others, and activities. Consistently offers possible solutions to problems with a positive, helpful attitude. Demonstrates positive conflict resolution. Approaches problems and conflicts as learning opportunities. Seeks suggestions from others.
		Have not yet observed

**ABILITY TO WORK EFFECTIVELY WITH CHILDREN:** Consider the student's ability to perform required duties with accuracy, care, developmental effectiveness, and true enjoyment.

Self    Mentor  
           Teacher

		Unable to perform duties required to work effectively with children. Does not provide developmental effective activities, environments, or plans. Does not enjoy children.
		Sometimes lacks the accuracy, care, developmental effectiveness, and/or enjoyment in working effectively with children.
		Occasionally does not work effectively, but capable of performing required duties adequately and with enthusiasm.
		Consistently demonstrates accuracy, care, developmental effectiveness and true enjoyment and enthusiasm when working with children.
		Have not yet observed

**SIGNATURES**

CLASSROOM MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT\* \_\_\_\_\_ DATE \_\_\_\_\_

\* Please note signature of the student indicates that they have read the evaluation and not necessarily that they agree. Student may attach additional comments.

**EDU 284/285 – Practicum/Internship Experience  
Affective Professional Behaviors Evaluation Action Plan**

I understand that this contractual agreement must be fulfilled to satisfaction to meet the professional behavior policy for my designated program of study.

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

PROBLEM:

GOAL:

PLAN OF ACTION:

TIME FRAME FOR COMPLETION

**SIGNATURES:**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

OUTCOME: GOAL MET \_\_\_\_\_ GOAL UNMET \_\_\_\_\_

# EDUCATION PRACTICUM WORK EXPERIENCE STUDENT'S SELF-EVALUATION

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Please evaluate your progress during your practicum work assignment. This information will be used to evaluate the position. It is for college's *faculty coordinator use only* and will not be seen by employers. Use additional lines at end of the form, if needed for any question.

Practicum Work Title \_\_\_\_\_

1. Describe your duties as a practicum student worker with this employer.

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2. Explain how well you succeeded in meeting your learning objectives (see p. 12). Be specific.

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3. Identify areas of significant job-related learning not included in the objectives.

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4. Describe any significant positive or negative experiences that helped you learn during your practicum work assignment.

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5. Describe ways that your mentor teacher contributed to your professional growth.

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6. Describe the training that was available for you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Describe any feedback from your mentor teacher concerning your performance on the job.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Would you accept a position with this employer after graduation?

Very Likely     Likely     Uncertain     Not Likely

Please explain:

\_\_\_\_\_  
\_\_\_\_\_

9. Would you recommend this position for other practicum students?  Yes     No, Please

explain: \_\_\_\_\_

\_\_\_\_\_

Additional space for comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_



**Activity/Lesson Plan Format:****Your Name:** \_\_\_\_\_ **Activity Name:** \_\_\_\_\_**Observation that led to this lesson** \_\_\_\_\_**Content Area:** \_\_\_\_\_ **Age of Children** \_\_\_\_\_**Developmental Domain in Foundations** (Ex: physical/motor) \_\_\_\_\_**Area(s) within the Developmental Domain (from Foundations):** (Ex: Gross Motor/Large Muscle and Physical Health and Growth)  
\_\_\_\_\_**Common Core Standards or the N.C. Course of Study State Standards** (For elementary school children): <http://www.ncpublicschools.org/acre/standards/>  
\_\_\_\_\_**Goals and Learning Objectives:** Start with: The Student Will Be Able To (TSWBAT)....

- 1.
- 2.

**Essential Question(s) or “I Can” statement:**  
\_\_\_\_\_**Assessment of goals:** *How will you assess whether the children accomplished the goals and objectives? Look above. What measure or technique will you use as a guide?*

- 1.
- 2.

**Materials/Equipment/Technology needed:**

- 1.
- 2.
- 3.
- 4.

**Introduction/Attention Getter:**

- 1.

**Procedures:**

- 1.
- 2.
- 3.
- 4.

**Closure:**

- 1.

**Assessment Questions:**

- 1.
- 2.
- 3.

**Differential Instruction:**

Accommodations for English Language Learners:

- 1.
- 2.

Accommodations for varying learning styles: ie: visual, auditory, tactile, and kinesthetic:

- 1.
- 2.
- 3.
- 4.

How would you accommodate for children with exceptionalities?

- 1.
- 2.

**Extensions and Connections:**

Enrichment:

- 1.
- 2.

Children's Literature:

- 1.
- 2.

Parent/Community Involvement:

- 1.
- 2.
- 3.

**What content knowledge will you (personally) need to know in order to be able to present this activity to the children?** Ex: *I will need to understand density and buoyancy in order to teach this lesson on why some things float while other things sink.*

**Cite your sources (in APA format):**

**Reflection:** *Reflection will only be done if this lesson was actually presented to students (This section will also be completed in EDU 284 and EDU 285)*

**Student Learning:**

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**Teacher Reflection:**

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**Lesson Plan Expectations and Guidelines**

Your Name: \_\_\_\_\_ Activity Name: \_\_\_\_\_

**Observation that led to this lesson:** What did you observe about a child or children in your class that led you to see the need for this lesson?

Content Area: \_\_\_\_\_ Age of Children: \_\_\_\_\_

**Developmental Domain in Foundations** (Ex: physical/motor) \_\_\_\_\_**Area(s) within the Developmental Domain (from Foundations):** (Ex: Gross Motor/Large Muscle and Physical Health and Growth)

*When deciding what domain and subcategory this activity falls under in N.C. "Foundations", think of this example: Allowing a child to play with pots and pans, cups, mixing spoons and plastic containers falls under the domain of "Approaches to Learning" and the subcategory of "Curiosity, Information-Seeking, and Eagerness" Hint: This activity falls under more than one category! Cite your sources in APA format.*

**Common Core Standards or the N.C. Course of Study State Standards** (Elementary School children): <http://www.ncpublicschools.org/acre/standards/>**Goals and Learning Objectives:**(purpose of lesson – objectives should be measureable. What will the children learn from this?) Start with: The Student Will Be Able To (TSWBAT)....

- 1.
- 2.

**Essential Question(s):** (This is a question based on your objectives that you would ask the students. This question would guide your lesson. The students should be able to then answer the question after the lesson was completed). If you choose to do "I Can" statement(s), this is a statement that the children can make that reflects your objective(s). This is a child-friendly statement(s).**Assessment of goals:****Must connect to the Objectives above. Written before the lesson is given**

- **How exactly will you assess** the children?
- **Look back at the Objectives.** How will you determine whether they were met?
- **What measure or technique** will you use to assess each child?
- Will you use a formal assessment tool? If so, what one?

**Materials/Equipment/Technology needed:** (number and list all items needed to complete the lesson – how many, what size, what kind, basket, tray, glue?)

- 1.
- 2.
- 3.
- 4.

**Introduction/Attention Getter:** (What you say or do to introduce the activity and motivate the children. You could use a book, poem, finger play or other ideas to spark the lesson.)

- 1.

**Procedures:** (How will you carry out this activity? – Give clear, specific directions) Imagine you were to give these materials to another person who had no idea what to do or how to present them. Write the procedures so that anyone could follow the steps. You will need more space than given on the sample format. How will you end the lesson, clean up, etc...?

Content/Strategies (Steps and strategies you would use to conduct the activity – be specific)

- 1.
- 2.
- 3.
- 4.

**Closure:**(This usually comes at the very end of a lesson. This occurs when the **teacher and students** summarize the lesson. State here how you will do this.)

- 1.

**Assessment Questions:** (Write questions you may ask the children during and/or after the activity – ask a variety of questions including open ended questions – avoid questions that children can answer with a simply “yes” or “no”. Be sure your assessment questions reflect your goals and objectives.)

- 1.
- 2.
- 3.

### **Differential Instruction:**

Accommodations for English Language Learners:

- 1.
- 2.

Accommodations for varying learning styles: ie: visual, auditory, tactile, and kinesthetic:

- 1.
- 2.
- 3.
- 4.

How would you accommodate for children with exceptionalities? What modifications or adaptations could be made so that all children are able to participate? Environmental modification considerations – what changes in the environment might you need to make?

- 1.
- 2.

### **Extensions and Connections:**

Enrichment: How could you modify this activity or have extension activities to go with this activity?

Example: What props or additional items will you provide in various centers such as dramatic play, blocks, science, manipulatives, and outdoor play? Use Foundations. For older children, what materials will you provide for them to explore during math, science, language-arts, large group, and outdoor play?

- 1.
- 2.

Children's Literature: (What books or literature resources may you want to include as an extension or as an introduction to this lesson? Books, Poems, Songs, Finger Plays, etc...)

- 1.
- 2.

Parent/Community Involvement: (How might you want to include parent or community participation in this lesson – at school and/or at home?)

- 1.
- 2.
- 3.

**What content knowledge will you (personally) need to know in order to be able to present this activity to the children?** Ex: *I will need to understand density and buoyancy in order to teach this lesson on why some things float while other things sink.*

**Cite your sources (in APA format):**

**Reflection:** *Reflection will only be done if this lesson was actually presented to students (This section will also be completed in EDU 284 and EDU 285)*

**Student Learning:** (The teacher should reflect on the quality of the lesson in terms of student learning. Did the students enjoy this lesson? How was this lesson based on students' interests and needs? Did the students accomplish the lesson objective?)

**Teacher Reflection:**(The teacher should expound on the success of the lesson. What went exceptionally well? Is there a need for any changes in the lesson? If so, what? Could you adapt this lesson for another grade or subject? Reflect on your performance as a teacher and link your performance to the results of student learning.)

***Additional Notes:***

When writing an activity/lesson plan, you need to be sure that the parts of the plan are cohesive. For example: for each goal/objective you write, you should show in the procedure where that goal/objective is taught and there should be a question in the evaluation that also relates to the objective. That is a three-point check that should be done on each lesson plan.

Objectives tend to be the more difficult part of any lesson plan. Remember, each goal/objective should be measurable. That means that after completing the lesson you can determine whether or not the child/children have met that goal/objective. It may be helpful to start each objective with the words, "to be able to". This will help keep you on the right track. An objective "to be able to count to five" is an objective that is measurable. You can clearly determine whether a child can do this or not. An objective such as, "to be able to enjoy music", is not measurable and should not be used.

**BRCC LESSON/ACTIVITY IMPLEMENTATION EVALUATION RUBRIC**

BRCC Student \_\_\_\_\_ Lesson \_\_\_\_\_ Date of Lesson \_\_\_\_\_

Criteria	Excellent Analysis and Application of Assignment (4 pts.)	Competent Application of Assignment (3 pts)	Developing Knowledge and Comprehension (2 pts.)	Below Expectations of Assignment (0-1 pt)	Score
<b>Prior approval of activity</b> NAEYC 6B	Fully developed lesson plan was submitted at least one week in advance	Fully developed lesson plan – submitted less than one week in advance.	Lesson plan was submitted the day activity was implemented.	Lesson plan submitted after activity was completed.	
<b>Appropriateness of activity</b> NAEYC 5C	Activity fit the age/stage of the children, fit into program’s theme, creative new idea. Appropriate learning objectives and goals from NC <i>Foundations</i> or NC Core Course of Study.	Activity fit the age/stage of the children. Standard activity w/ no new ideas. Appropriate learning objectives and goals from NC <i>Foundations</i> or NC Core Course of Study.	Activity showed little imagination. Uninteresting to children. Most of the objectives and goals were appropriate from NC <i>Foundations</i> or NC Core Course of Study.	Activity was not appropriate for the age/stage of most of the children. Objectives and goals were not appropriate and did not use the correct NC <i>Foundations</i> or NC Core Course of Study.	
<b>Materials and environment were prepared</b> NAEYC 1C	Provided or prepared for all materials and the environment prior to beginning the activity	Had most of the materials needed and was preparing environment and gathering materials as activity began	Did not think through needed materials and had to ask for assistance for materials and environment.	Was not prepared with necessary materials so children could not participate or had to wait to share materials.	
<b>Transition into activity</b> NAEYC 4B	Student Teacher’s enthusiasm drew children to activity	Children invited to participate.	Draws child(ren) away from another activity or tells child(ren) to participate	Unable to draw child(ren) into activity	
<b>Introduction/ Attention getter: real object engaged children</b> NAEYC 4C	Imaginative real object lured children to activity	Real object vaguely connected, announced not lured.	Real object part of materials but not used as a transition into activity	No real object used	
<b>Implementation of activity</b> NAEYC 5A	Children were actively involved, sustained interest for long period, BRCC student understood and creatively communicated correct content knowledge throughout the	Children were involved BRCC student understood and communicated correct content knowledge during implementation of activity	Children were involved under the direction of the teacher. Communication of content knowledge was limited during the activity.	Children followed model or watched teacher. Incorrect content knowledge was shared OR no communication was delivered about content knowledge	

	activity				
<b>Closure/ Transition into next activity</b>  <b>NAEYC 5B</b>	Summarized lesson, children were affirmed and given choices of related activities to do next.	Children were given options of related activity to do next	Children were told what to do next (unrelated activity)	Children were told the activity was over	
<b>Positive Guidance</b>  <b>NAEYC 4A</b>	No guidance needed – activity was engaging for all children	Guidance given as needed – told child what they COULD do – few negatives	Guidance was needed – redirection was used to try to regain control	Activity got wild, out of control – no action was taken AND/OR BRCC student raised their voice and/or threatened in order to maintain order.	
<b>Communication</b>  <b>NAEYC 3C</b>	(Demonstrated all the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level & __ used positive body language	(Demonstrated most of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level & __ used positive body language	(Demonstrated some of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level & __ used positive body language	(Demonstrated few, if any, of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level & __ used positive body language	

**OVERALL EVALUATION**

BRCC student spent approximately \_\_\_\_\_ minutes with this activity. Approximately \_\_\_\_ children participated.

**Please assign an overall grade to this activity**

**A B C D F**

Signed \_\_\_\_\_ Date of this evaluation \_\_\_\_\_

**NAEYC Key Assessment #5 EDU 284/285: Content Area Learning Center**

**THIS REPORT IS SUBMITTED IN TASK STREAM UNDER KEY ASSESSMENT #5  
YOUR GRADE WILL APPEAR IN MOODLE**

**To receive full credit- you must thoroughly complete ALL FOUR PARTS**

**Assignment Overview:**

This assessment is used in every section of EDU 284 – Early Childhood Capstone Practicum and EDU 285-School-age Internship. Students in EDU 284 and EDU 285 complete this project at their practicum setting in their last semester of their degree program. Students are required to complete a total of 160 hours at the practicum setting under the supervision of a mentor teacher or center director/owner.

Students choose one learning center to observe, assess and analyze. Then they plan and implement improvements based on their prior knowledge, observations and analysis. If a student is in a classroom that does not have learning centers currently in place, they will work with the mentor teacher to design, create, and implement a learning center based on the needs and interests of the students. Students document the total process throughout the semester and share progress with peers for feedback. Assistance is given from the mentor teacher, faculty advisor and peers. Improving or creating a content area learning center will meet the following course objectives in EDU 284 and EDU 285: Design, implement and evaluate developmentally appropriate and meaningful activities for all children within the assigned placement classroom in a variety of content areas and learning centers; utilize authentic child observation/assessment in planning for the needs, experiences and classroom environments of young children within the assigned placement classroom; and demonstrate ways to involve families of the children within the placement classroom being sensitive to various cultures, languages and socio-economic status. Meeting these course objectives coincides well with our program’s core values in our Conceptual Framework, specifically, “High Quality Intentional Instruction and Experiences” and “Cultural Responsiveness”.

<b>Core Value</b>	<b>How value is integrated into the program context and key assessments</b>	<b>Link to BRCC College wide goal (pg. 8-9)</b>	<b>Link to NAEYC Standard</b>
High Quality Intentional Instruction and Experiences	<ul style="list-style-type: none"> <li>EDU 284/285 Learning Center (KA#5)</li> </ul>	2a	1(all) 2c 3a,d 4b,d 5(all) 6a,c,d
Cultural Responsiveness	<ul style="list-style-type: none"> <li>EDU 284/285 Learning Center (KA#5)</li> </ul>	1c	1b 2c 3d 6a,c,d

This key assessment addresses key elements of NAEYC Standards 1a, 1b, 1c, 2c, 3a, 3d, 4b, 4d, 5a, 5b, 5c, 6a, 6c, 6d, and NAEYC Supportive Skills 2 and 4.



**Assignment Instructions:**

Choose one learning center in your practicum classroom. Those working with school-age students should still have some centers to choose from (such as a writing, reading, or math center), yet they will look differently from a preschool learning center. Those working with infants and toddlers should choose a center in an older toddler room. You will observe, assess and analyze the center and then make an improvement plan. Those in a school-age setting where there may not be centers in use, will observe, assess, and analyze to see if a particular center for remediation or enrichment would enhance the learning environment. We suggest that you collaborate with your mentor teacher/mentor teacher about a center in the room that needs improvement or needs to be created. You must have approval from your mentor teacher prior to implementing the center improvements or creation. After the improvement or creation plan is approved, your implementation/changes/creation will begin. They must be appropriate and substantial.

**Resources:**

*Creative Curriculum* by Dodge

*NC Foundations*

*Inspiring Spaces for Young Children* by Deviney and others.

You can find these and other resources on reserve in the college library. Make sure you research best practices about teaching the content area(s) within the center that you choose.

**There are the four parts to this assignment, each with a separate due date.**

1. Assessment and Analysis (due two weeks from course start date)
2. Improvement or Creation Plan (due one month from course start date)
3. Family Education Handout (due middle of course)
4. Improvement Implementation or Creation and Documentation of Results (due approximately 2 weeks before the end of course). You will present your results to the class.

**Part 1: Assessment and Analysis DUE \_\_\_\_\_**

- a. Choose a center. Have it approved by your mentor teacher and faculty advisor the first week of class.
- b. Research best practices about teaching the content area(s) within the center that you chose.
- c. Describe the center. This description should be before any changes or creation are done. Describe the center using extensive detail! Make sure to include (but not limited to) the following:

<b>Improvement of Existing Center:</b>	<b>Creation of a New Center:</b>
Which center did you chose for this project?	After observing in the classroom, what center is needed?
Describe the research you conducted about best practices in teaching the content areas of this center.	Describe the research you conducted about best practices in teaching the content areas of this center.
What age children use this center?	What age children would use a new center?
How and when do children access the materials in the center?	How and when would children access the materials in the center?
What special needs children access the center? How do they use the center?	What special needs children could access the center? How would they use the center?
How are children using the center now (before improvements)? Document your	How do you see that children would benefit from a center? What subject

observations in detail including the times you observed. Observation notes should include three separate 15 minute time periods. These should be in the form of DETAILED anecdotal records. Include your observation notes with this part of the assignment.	area? Would the center be for remediation in a particular subject area or for enrichment in a particular subject area? How would children use the center? Document your observations in detail of the need for a center in a particular subject area. Include the times you observed. Observation notes should include three separate 15 minute time periods. These should be in the form of DETAILED anecdotal records. Include your observation notes with this part of the assignment.
How big is the center (include measurements)?	How big would the center be (include measurements)? Or, would the center be contained in a “mobile” unit?
Where is it located in the room? What centers are next to it? What divides or separates it from other centers?	Where would it be located in the room? What centers would be next to it? What would divide or separate it from other centers or areas in the room?
List all the materials, including furniture and ALL materials. Describe how the materials are stored.	List all the materials, including furniture and ALL materials that could be used in this center. Describe how the materials would be stored.
What are the rules of this center?	What would be the rules of this center?
What are the health and safety considerations for the center?	What would be the health and safety considerations for the center?
What do children learn by using this center? What academic content areas are addressed?	What would children learn by using this center? What academic content areas would be addressed?
What additional materials are available for use by the children? Are there any materials that are on rotation?	
What is on the wall around this center? (If applicable).	What would be on the wall around this center? (If applicable).
Take 5-10 pictures of the center and the materials to provide documentation of “before” improvements are implemented.	Take 5-10 pictures of where you would put this center and the materials to provide documentation of “before” creation is implemented.
Anything else?	Anything Else?

**Part 2: Improvement or Creation Plan DUE \_\_\_\_\_**

Use your assessment and analysis to make an improvement or creation plan. Discuss this plan with your mentor teacher. You may need to observe more than the three required 15-minute observations the center in use (or observe the children in the classroom) before the improvement or creation of the center. Answer the following questions:

<b>YOUR PLAN: To Existing Center</b>	<b>YOUR PLAN: Creation of New Center</b>
What is working now in the center? What are the strengths?	What subject area did your chose? Would this center be for remediation or enrichment? What do you see as the strengths for your new center?
What are children learning?	What would you like to see in the center?
What is not working well at the center? What are the difficulties of use? Do children with special needs have full access to the center? How do they use it?	What could you foresee as difficulties of the use of this center? Will children with special needs have full access to the center? How will they use it?
What would you like to see children learn from the center that they are not currently learning?	What would you like to see children learn from the center that they are not currently learning without the center?
What are your suggestions for improvement? (This could include materials, size, location, guidelines for use of materials, storage, access, etc.)	What are your specifics for the creation of this center? (This could include materials, size, location, guidelines for use of materials, storage, access, etc.)
How and when do you plan to make the improvements (list each specific improvement and assign a due date to it)	How and when do you plan to create the center (list each specific part of the creation of the center and assign a due date to each part)?

**Part 3: Family Education Brochure DUE \_\_\_\_\_**

Develop a one-page flyer or three-fold brochure for families on the use of the learning center.

1. Explain the academic skills and knowledge the children are learning by using the center (example: In the block center children develop hand/eye coordination, discover the properties of blocks, develop math concepts-number, size, shape, space and weight, learn about sharing an area with others, use imagination and creativity, and work together to form something bigger than they could have alone.)
2. Include ideas for family involvement or extensions. What can families do at home to extend the child’s learning? What materials or experiences can they use?

***The brochure/flyer should be error-free! No spelling or grammar mistakes! It must be attractive and include pictures. Refer back to your EDU 173 course that explained how to put together an effective brochure.***

**Part 4: Improvement Implementation (or Creation) and Documentation of Results (due approximately 2 weeks before the end of course). You will present your results to the class. DUE \_\_\_\_\_**

1. As you implement your improvements or creation of a center, document your progress with pictures and written reports. Follow your improvement/creation plan and describe your progress and how it went. During the improvement phase you will be collaborating with your

classmates in a discussion forum about the project. Ask and give advice. Also, seek collaboration from other professionals (perhaps CCR&R, mentor teacher, supervising instructor) and/or families.

<b>IMPLEMENTATION OF YOUR PLAN: Existing Center:</b>	<b>IMPLEMENTATION OF YOUR PLAN: Creation of New Center:</b>
What did you improve about the space, materials or use of materials?	How did you use the space, materials and resources?
What are the children learning at the center now that they were not before?	What are the children learning at the center now that they were not learning before?
What did not work like you had planned and how will or did you change it?	What did not work like you had planned and how will or did you change it?
Make sure your documentation is extremely detailed including pictures with descriptions of changes.	Make sure your documentation is extremely detailed including pictures with descriptions of the creation.
How did you or will you change the center in order to accommodate children with special needs in a more significant fashion?	How did you or will you change the center in order to accommodate children with special needs in a more significant fashion?

- Write a reflection paper about this assignment. What did you learn? In your reflection, make connections between prior knowledge/experience and new learning by giving many examples. What previous experiences and course work helped you with this assignment? What resources did you use to research best practice? What worked? What did you find that you had to change along the way? You don't have to follow your improvement/creation plan exactly if you find that something in the plan didn't work! Who did you collaborate with and what did you learn from that (classmates/cooperating instructor/families/other professionals, etc.) How will you use what you've learned in your future work with children and families?

This project must be typed with no grammatical, punctuation, or spelling errors. It should be well written with fluid, articulate ideas that are coherent and logical. All resources should be written in APA format!

**CRITERIA FOR ASSESSMENT OF THIS PROJECT:**

See Rubric that addresses the following key elements of the NAEYC standards: 1a, 1b, 1c, 2c, 3a, 3d, 4b, 4d, 5a, 5b, 5c, 6a, 6c, 6d, and NAEYC Supportive Skills 2 and 4.

**You will submit ALL FOUR PARTS into Task Stream under KEY ASSESSMENT #5 by the due date.**



**Blue Ridge Community College**

**Early Childhood Education Family Member Permission Form**

Today's Date: \_\_\_\_\_ Dates of Field Experience: \_\_\_\_\_

\_\_\_\_\_  
BRCC Student Name

\_\_\_\_\_  
Name of Field Experience Site

Type of Field Experience (Circle all that apply):

- Observations
- Plan and teach lesson(s)
- Pictures and/or Video taping of classroom experiences
- Interview with family and/or child's teacher

The student named above will be under direct supervision of your child's teacher at all times at the field experience site. This experience is very important to our student's learning and has been approved by the Early Childhood Faculty at Blue Ridge Community College.

Please know that all related activities will occur within the site and under the supervision of the site teachers and staff. All information in regards to this experience will be kept entirely confidential and will be used for educational purposes only.

\_\_\_\_\_  
Family Member or Guardian Signature

\_\_\_\_\_  
Site Director Signature

\_\_\_\_\_  
Child's Classroom Teacher Signature

\_\_\_\_\_  
Instructor Signature

## **Observation Etiquette**

*You will observe classrooms and/or students several times throughout your program of study. Specific due dates and details of the observations will be given in each course timeline in your syllabus. Prepare early for these observations and set up times with the classroom teacher and/or administration for these observations. Please see the Observation Etiquette Guidelines below:*

### **Observation Etiquette Guidelines:**

The following are the etiquette guidelines to use in your observations and interviews in order to act in a professional and ethical manner.

- \* Set up an appointment with the teacher and/or administration to interview or observe the teacher, child(ren), or classroom in advance of your visit.
- \* Seek permission in writing from the teacher, parent/family, school administrator, and/or child where it is appropriate to the facility and situation.
- \* Inquire and comply with background checks and/or formal orientation that may be required of students or volunteers.
- \* Sign in and out. Provide proper identification. All visitors to schools, child care centers and family child care homes should sign in and out on a log if one is provided for that purpose. Additionally, observers should wear a badge or nametag with proper identification so that others know that they are visiting the program with permission.
- \* Conduct yourself in a professional manner. Arrive for observations on time, fully prepared, and appropriately dressed.
- \* Respect the role of other adults present during the observation. To avoid tampering with the natural setting, the observer should not spend undue time discussing the child and/or class with the teacher during the observation. Discussing a child with the family is the teacher's role, not yours, since you see only a limited view of the child. Avoid offering teaching or guidance instruction. Avoid judging the teacher, child(ren), families, or program
- \* Respect the child or children. Understand that the child or children may feel unsure about your presence in his or her environment. Be unobtrusive so the child(ren) does/do not "feel" watched, as this may change behavior and make the child(ren) uncomfortable.
- \* Only enter play when invited by the child(ren), and approved by the teacher.
- \* Observe the child(ren) in the familiar, secure setting. Do not remove a child to another room for individual observation or assessment.
- \* Keep all information about children, families, and the school or program confidential.
- \* If you believe that practices may be harmful to children, take those concerns directly to your instructor and do not discuss them with anyone else.

Adapted from:

Ahola, D. & Kovacik, A. (2007). Observing and understanding child development: A child study manual. Clifton Park, NY: Thomson Delmar Learning.

## CHECKLIST OF INTERVIEW TECHNIQUES

---

Name of Interviewer:

Date and Time and Place of Interview:

Person to Be Interviewed :

Grade Level and/or Subject:

Objective of Observation:

---

***Instructions to the Observer:** Review this checklist prior to and after your interview. Check off those items you have completed.*

### **1. Prior to the Interview**

\_\_\_ Establish the purpose of the interview.

\_\_\_ Request an appointment (time and place), giving sufficient lead time for you and the person to be interviewed.

\_\_\_ Plan objective, specific questions related to the purpose of the interview.

\_\_\_ Prioritize questions, asking the most important first.

\_\_\_ Remind the person to be interviewed of the time, place, and purpose of the interview.

### **2. The Interview**

\_\_\_ Arrive at the pre-established place several minutes before the scheduled time for the interview.

\_\_\_ Start the interview by reminding the person to be interviewed of its purpose.

\_\_\_ Request permission to tape the interview (if appropriate).

\_\_\_ If taping is unfeasible, take careful, objective notes, trying to list direct quotes as often as possible.

\_\_\_ Avoid inserting impressions or judgments.

\_\_\_ Limit the interview to no more than 15-30 minutes.

### **3. After the Interview**

\_\_\_ Review with the respondent what has been said or heard.

\_\_\_ Express your appreciation for the interview.

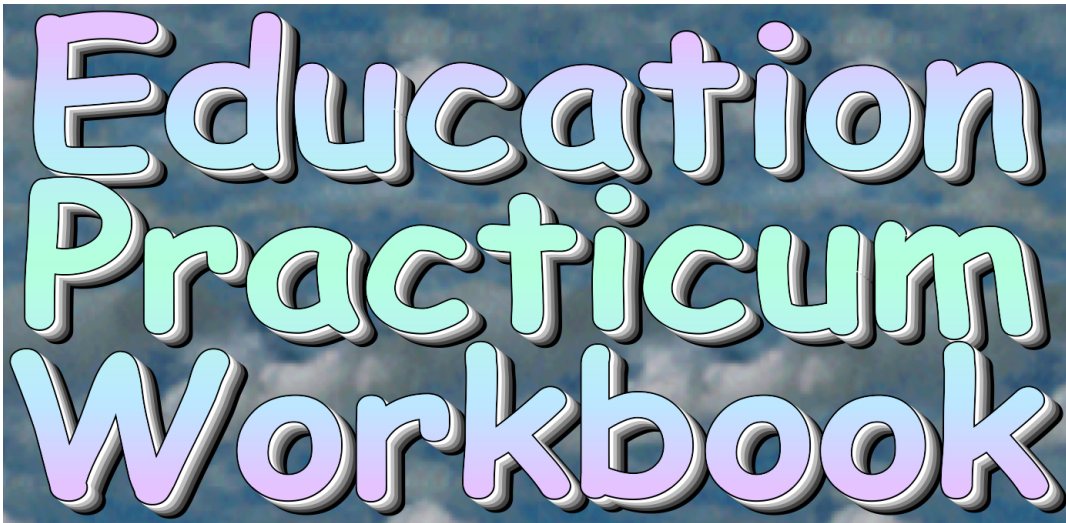
\_\_\_ Offer to share the interview report with the respondent.

**First Day Practicum Reminders**

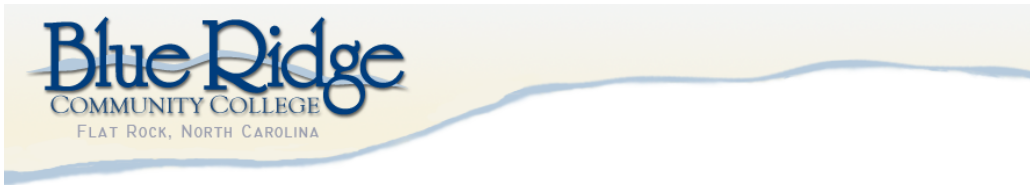
1. Read over the Practicum Packet BEFORE your first day.
2. Show up to your Practicum site ON TIME (if not early). If you are not sure where you are going, take a practice run BEFORE the first morning.
3. Dress professionally. Adhere to the dress code of your practicum site (i.e.: no shorts, no high heels, no torn jeans, no t-shirt with slogans, no long finger nails...)
4. Be proactive...introduce yourself instead of waiting to be introduced, ask “How can I help?” If you have questions, ask them!
5. If you are not actively involved with the children then you should be observing or planning with the teacher. Share your observations/documentation on the children with the Mentor Teacher during your mandatory weekly planning session. Ask for feedback if it is not forthcoming.
6. Hang your time sheet in the classroom where you will be working. This must be available at all times.
7. Refrain from being overly affectionate to the children and staff.
8. Share your textbooks with your Mentor Teachers.
9. Treat this work as if you were a new hire. Do your very best.
10. Understand that practicum experience is an earned privilege not a right.
11. Keep me updated WEEKLY of the happenings in your classroom.
12. Act as a professional at all times. DO NOT discuss the children with anyone outside of the teaching team. This would be considered unethical and grounds for dismissal.
13. Your goal for the first week is to learn the children’s names and the routine for the days you will be working. If you have questions, ask them!
14. You must NEVER be left alone with the children.
15. Do not use your cell phone unless you are officially on break.

***You are representing BRCC, make us proud! ☺  
Have fun and enjoy the children!***



The title 'Education Practicum Workbook' is displayed in a large, bubbly, 3D-style font. The letters are multi-colored, with 'Education' in shades of purple and blue, 'Practicum' in shades of green and blue, and 'Workbook' in shades of blue and purple. The text is set against a background of a cloudy sky.

Site Information  
&  
Mentor  
Teacher  
Information



Dear Directors/Principals,

Thank you for allowing our Early Childhood students the opportunity to complete their practicum lab hours in your center/school.

The course that the student is enrolled in is EDU 284 or EDU 285 and requires each student to complete 160 hours of practicum work experience time. The students are required to turn in a schedule showing the days and hours they plan to work. This schedule should remain the same for the semester unless prior arrangements are made with the Mentor Teacher and would be beneficial to the classroom. Should time be missed because of sickness or center closing, this will need to be rescheduled and indicated on the Time Log Sheets. Hours will not be allowed to accumulate to shorten time. Students are required to complete 9 hours per week. Extra hours each week will only be allowed to make up sick time or if the student chooses to work extra hours for their benefit to cover holidays or other closings. An exception will be Public School and Head Start (they follow a public school schedule) - this will be handled on an individual basis. **Please do not sign log sheets until hours have been completed.**

This class deals with teaching and professionalism. We have assigned activities for each student to complete this semester. During this class, students will be required to do some teaching from lesson plans they have prepared and discussed with the Mentor Teacher, assessment activities, a portfolio on one child, reflective journal entries, and a capstone paper.

Students can use their time to: develop and plan lessons, gather materials, teach lessons, assist with class activities, observe in your room or others in the school, work one-on-one with students, prepare portfolio items, and assist in preparing materials for you. We have given each student an explanation of the required activities. We will be discussing these in class. If you have any concerns or questions concerning the required activities, please feel free to contact us.

We will be observing students at your school in their assigned room this semester. We will try to come during the times that the students will be teaching a lesson. We will observe during the lab hours that each student has submitted to us. These observations will usually be planned.

Attached is a copy of the lesson plan format from which we are expecting students to write their lesson plans.

Thank you for your help and cooperation.

Sincerely,

Brenda Blackburn  
(828) 694-1850

Shelah Combs  
(828) 694-1819

Student Name \_\_\_\_\_

I have read and understand the letter and the list of my responsibilities concerning the students taking this course.

Principal/Director Signature

\_\_\_\_\_



Dear Mentor Teacher,

Thank you for allowing our Early Childhood students the opportunity to complete their practicum lab hours in your center/school.

The course that the student is enrolled in is EDU 284 or EDU 285 and requires each student to complete 160 hours of practicum work experience time. The students are required to turn in a schedule showing the days and hours they plan to work. This schedule should remain the same for the semester unless prior arrangements are made with you and would be beneficial to your classroom. Should time be missed because of sickness, this will need to be rescheduled and indicated on the Time Log Sheets. Hours will not be allowed to accumulate to shorten time. Students are required to complete 9 hours per week. Extra hours each week will only be allowed to make up sick time or if the student chooses to work extra hours for their benefit to cover holidays or other closings. An exception will be Public School and Head Start (they follow a public school schedule) - this will be handled on an individual basis. **Please do not sign log sheets until hours have been completed.**

This class deals with teaching and professionalism. We have assigned activities for each student to complete this semester. During this class, students will be required to do some teaching from lesson plans they have prepared and discussed with you, observation assignments, assessment activities, a portfolio on one child, reflective journal entries and a capstone paper.

Students can use their time to: develop and plan lessons, gather materials, teach lessons, assist with class activities, observe in your room or others in the school, work one-on-one with students, prepare portfolio items, and assist in preparing materials for you. We have given each student an explanation of the required activities. We will be discussing these in class. If you have any concerns or questions concerning the required activities, please feel free to contact us.

We will be observing students at your school in their assigned room this semester. We will try to come during the times that the students will be teaching a lesson. We will observe during the lab hours that each student has submitted to us. These observations will usually be planned.

Attached is a copy of the lesson plan format from which we are expecting students to write their lesson plans as well as all other assignments that the student is required to complete.

Thank you for your help for your help and cooperation.

Sincerely,

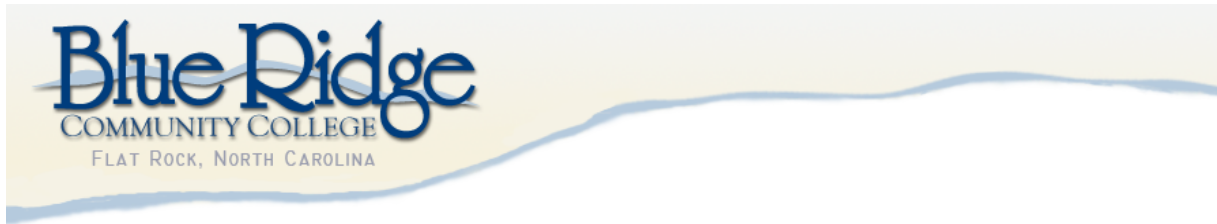
Brenda Blackburn  
(828) 694-1850

Shelah Combs  
(828) 694-1819

Student Name \_\_\_\_\_

I have read and understand the letter and the list of my responsibilities concerning the students taking this course.

Mentor Teacher Signature



Dear Mentor Teacher,

Thank you for being willing to be a mentor to the Blue Ridge Community College Education practicum student. Here is a list of requirements that the student needs to fulfill for this class. We are requesting your guidance in order for the student to complete these requirements.

### **1. Learning Center (complete instructions for this assignment follow this letter)**

Students choose one learning center to observe, assess and analyze. They then plan and implement improvements based on their prior knowledge, observations and analysis. Students document the total process throughout the semester and share progress with peers for feedback. Assistance is given from the cooperating teacher, supervisor, faculty advisor and peers.

### **2. Rating System for Professional Behaviors (Student will share this with you at the beginning of the semester, then you fill it out on them at the end of the semester)**

The assignment to the student:

1. As you review the Rating System for Professional Behavior (Soft-Skills), list your strengths and weaknesses as they relate to the self-assessment.
2. Share the assessment tool with your cooperating teacher. Tell him or her that he or she will be completing this evaluation for you at the end of the term (Module 5).
3. Set up a time to discuss this assessment with your cooperating teacher. Together, come up with 2-4 goals for your internship experience based on the assessment.
4. Reflect on your expectations and concerns or questions you have about your internship experience.
5. Write a journal reflection paper that addresses 1-4 above.

### **3. Practicum Time Sheet**

Directions to student:

1. Print the time sheet--one for each month in this course – January-April (4 copies).
2. Begin working in the classroom.
3. Record your hours on this time sheet.
4. Submit the time sheet at the end of each month with appropriate signatures and dates. Signature from Mentor Teacher is required!

### **4. Observation**

The student will need to observe and document several teacher techniques and interactions, student learning and interactions, and classroom management strategies. One tool they will use is the CLASS Observation Tool, which focuses on the classroom interactions that boost student learning. This will also be a tool used by the college faculty to assess the student's interactions with children.

### **5. Practice Teaching**

The student will need to design, plan, evaluate and implement at least one lesson plan for an entire class and at least one lesson plan for a small group under the guidance of the Mentor Teacher. The Mentor Teacher will then need to evaluate the lesson plans and the implementation of the plans. The College supervisor will need to observe and evaluate these two plans as well.

Thank you so much for your support of the Early Childhood and School-age programs at Blue Ridge Community College. We so appreciate you taking the time to mentor our students and providing them the opportunity to observe and practice teaching in your classroom.

Sincerely,

Brenda Blackburn, M.S.  
Early Childhood/School-age Ed. Faculty  
EDU 284 Early Childhood Practicum  
Blue Ridge Community College  
[bc\\_blackburn@blueridge.edu](mailto:bc_blackburn@blueridge.edu)  
828-694-1850

Shelah Combs, M. Ed.  
Early Childhood/School-age Ed. Faculty  
EDU 285 School-age Practicum  
Blue Ridge Community College  
[sk\\_combs@blueridge.edu](mailto:sk_combs@blueridge.edu)  
828-694-1819

***Each student in the Early Childhood or School-Age program at Blue Ridge Community College must designate having read, understood, and agreed to the following by signature and date.***

It is expected that a student in the Early Childhood or Elementary Education field must be able to perform certain activities to maintain the standards of safety for children. If a student feels that meeting the following standards is not possible or requires modifications / accommodations, the student must self disclose his/her disability and request reasonable accommodations through the Disability Services Office and the Lead Instructor for the Early Childhood or School-Age program(s) at Blue Ridge Community College.

### **Performance Standards for Student**

Physically should:

- Have mobility, strength, and dexterity to be able to lift a child weighing up to 50 pounds; interact at each child's level and retrieve children who wander and/or run from the group
- Be able to sit down on floor or ground and get up again quickly
- Be able to change a diaper
- Perform the duties of sweeping, mopping, cleaning tables and toilets, etc.
- Be able to run and play with children outside

Sensory should:

- Have adequate hearing in order to supervise children from across a 20 ft. room
- Have adequate vision in order to supervise children from across a 20 ft. room
- Demonstrate required sensory skills in order to observe individual children as well as a group of children for monitoring safety, social interaction, non-verbal cues or signs of physical abuse or neglect

Behaviorally/Cognitively should:

- Be dependable: not be late or absent from work in excess or without notification
- Refrain from the use and abuse of any substance that would impair the ability to attend work consistently and work with children in a reliable manner
- Have the ability to attend work consistently and work with children in a reliable manner to ensure the safety of, observation of, and assessment of all situations involving a child, and group of children and co-workers
- Adapt to changing duties and needs of work environment, to include retaining new information as related to the program, the profession, and needs of each child
- Exercise independent judgment to effectively solve problems, and make decisions

Emotionally/Interpersonally should:

- Take initiative in speaking with parents to make them and the child feel welcome. Work with parents and children during arrival and departure to provide a smooth transition
- Be able to stand or sit in front of groups of children and present class materials
- Be able to multi-task: Stay in control and adequately supervise a group of at least 15 children who are performing different activities. Should have skills in order to meet the needs of small and/or large groups of children while also being aware of the other children in the room; and helping those with special needs or problems at any given time

- Be willing to receive direction, suggestions, and feedback from co-workers, supervisors, and families

Communicatively should:

- Understand and respond to oral communications and directions
- Impart information and orally communicate appropriately with children, families, and others
- Be able to read, write, understand and respond to written instructions, communications and materials
- Have adequate verbal and written communication skills with other adults (colleagues, parents) and children of differing ages

I \_\_\_\_\_ (student’s printed name) have read and understood all parts of the statement presented and certify that I am in compliance. I am capable of meeting the above performance standards. I understand that if I need accommodations now or if my health status changes during the program, it is my responsibility to self-disclose to the Disability Services Office and Lead Instructor for Early Childhood or School-Age Program(s).  
 (Student will sign at beginning of practicum experience)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

The student under my supervision has met the above performance standards and provided safe care of children during the practicum experience.

(Mentor Teacher will sign at end of practicum experience)

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Date

# PRACTICUM EDUCATION EXPERIENCE AGREEMENT

STUDENT NAME:	CURRICULUM:	TERM: YEAR:
EMPLOYER/SITE LOCATION:	CONTACT PERSON NAME (SUPERVISOR):	E-MAIL for CONTACT PERSON (SUPERVISOR):
EMPLOYER/ SITE LOCATION ADDRESS & CITY	STATE:                      ZIP:	TELEPHONE:

The following statements constitute the Agreement on which participation in the Practicum Education Experience at Blue Ridge Community College is based:

### **Placement and Employment Procedures**

Blue Ridge Community College and the cooperating employer/site location agree to observe placement procedures and employment practices which conform to all federal, state, and local laws and regulations (including nondiscrimination toward any participant or employee because of race, color, religion, sex, veteran's status, handicap, or national origin).

### **College Responsibilities**

7. Assess the student's skills, capacities, and career objectives.
8. Assist the student in finding an employer or practicum site location of his or her interest.
9. Provide consultation and coordination between the student, the practicum site, and the college.
10. Approve and evaluate accomplishment of the Student's Course Objectives for each training period.
11. Conduct on-site visits with practicum students and their immediate supervisors.
12. Determine a grade for the practicum experience and award college credit based on the student's performance and completion of requirements.

### **Employer or Site Location Responsibilities**

13. Provide a minimum of at least 160 hours of practicum experience and/or employment per semester/term depending on course credit assigned.
14. Identify a qualified employee with an Associate Degree in Early Childhood or a related field or a Bachelor's Degree or higher in Early Childhood, Elementary Education, or related field of study to serve as classroom mentor teacher who will provide feedback to the student on progress towards their measurable learning outcomes as stated in the course syllabus.
15. The supervisor should meet weekly with the practicum student and will assist the student in developing and evaluating the Student's Course Objectives that will be related to the student's academic studies.
16. Permit on-site visits by a college representative. Be available to meet with BRCC Early Childhood faculty at the beginning of the semester, mid-semester and at the end of the semester to complete student progress reports.
17. Notify the Early Childhood Education Department and/or Faculty Coordinator at the college of any action that might result in the termination or change of employment/practicum status of the student.
18. Encourage the student to continue his or her higher education to completion.
19. If practicum is done at a place of employment, compensation of practicum student should be at a level consistent with regular employees in a similar training situation.
20. Provide Workers' Compensation liability insurance for any paid practicum students during the



entire work experience period

21. Evaluate the student's performance during on-site visits and at the end of the semester/term.
22. Give permission to use employer's name in practicum marketing/promotional materials.
23. Create work assignments that provide training and education for the student and are suitable to the needs of the employer and the student.
24. Assure a safe and healthy work environment. ***Students must never be left alone with the children!***

**Student Responsibilities**

10. Report punctually and regularly for work/practicum experience.
11. Strive to do the best possible job for the employer.
12. Adhere, at all times, to the employer's work rules and regulations.
13. Notify the employer promptly if unable to attend work/practicum for any reason.
14. Implement the Student’s Course Objectives in conjunction with the immediate supervisor and faculty coordinator during the first two weeks of the work/practicum experience.
15. Provide additional accident insurance, if desired, to supplement what is provided to all students by the college.
16. Provide background check and medical report if required by the site.
17. Inform the college's Financial Aid Office of their practicum (if employed) and report wages earned during the practicum work experience, if appropriate.
18. Uphold confidentiality.

**Job Description**

The student will be planning, implementing and evaluating lesson plans under the supervision of a qualified supervisor, conducting small and large group times, observing, documenting and assessing children, and participating in supervising children both in the classroom and on the playground.

**Statement of Cooperation**

I understand the responsibilities of all parties involved in this Practicum Education Agreement and will strive to make this a successful learning experience.

\_\_\_\_\_  
Student Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Coordinator Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Employer/ Site Coordinator Signature (Mentor Teacher) \_\_\_\_\_  
Date

*Note:*

*\*This form or a copy of this form should be submitted to your faculty coordinator upon its completion, but no later than the first week of class.*

### Confidentiality Statement

The goal of the early childhood department is to provide instructional experiences in and outside of the classroom. As trained professionals in the early childhood and school-age fields, we value the right to privacy and respect of individuals.

As an early childhood and/or school-age student, I am committed to ensure that the private details of any center/school visited while enrolled in the early childhood/school-age curriculum remain confidential. I will not disclose any matters relating to site observations or any other material to any third party without written consent from the concerned party.

I will use the information gained from my observations and work experiences in the following ways:

- To discuss and measure developmentally appropriate practices in the environment.
- To explore and share an understanding of children, curriculum, learning and the role of adults in supporting learning.

Out of respect for the center/school privacy, I agree to never disclose the children’s name, center/school, address or any other information to another individual.

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of classroom mentor teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of faculty coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

As required by the Family Education Rights and Privacy Act of 1974 (FERPA), this material is transmitted to you on the condition that you will not permit any other party to have access to this material without the written consent of the applicants.

**Student Learning Outcomes**  
**EDU 284/285**

**Rating Scale:**

1. Exceeds Expectations
2. Meets Expectations
3. Does not yet meet expectations

<b><i>Upon completion, the student will be able to...</i></b>	<b>Mentor Teacher's Rating</b>
1. Implement developmentally appropriate activities in a variety of content areas and positive guidance strategies based on observation and assessment within the classroom. (NAEYC 5a, 5b, 5c, SS#1-Self assessment/evaluation, SS#2 - applying foundational concepts from general education)	
2. Use observation, documentation, and other appropriate assessment tools and approaches in collaboration with site professionals to enhance learning. (NAEYC 3b, 3d, 6a)	
3. Use positive relationships and supportive interactions with children, families and staff by being sensitive to diverse abilities, various cultures, languages and socio-economic status. (NAEYC 2a, 2b, 6a, and 6c)	
4. Uphold ethical standards and professional guidelines. (NAEYC 6b)	
5. Reflect on their own practice to promote positive outcomes for each child. (NAEYC 4d, 6d)	
6. Exhibit professional behaviors such as, arriving on time ready to work, incorporated suggestions made by the Mentor Teacher, if applicable, upheld confidentiality, inform the teaching team of any absences, et cetera. (NAEYC 6a)	

***It is a mandatory requirement that students meet with their Mentor Teacher at least once a week to discuss the student's performance on these objectives and to plan for the following week.***

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Classroom Mentor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

**EDU PRACTICUM EXPERIENCE**

**STUDENT’S TIME REPORT SEMESTER:** \_\_\_\_\_

In order for a practicum student to get proper academic credit; an account of time and days worked for the practicum experience must be recorded by the student and verified by the supervisor.

<b>Student’s Name:</b>	<b>Total Hours For Semester:</b>
<b>Classroom Mentor Teacher Name:</b>	

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<b><u>Initials</u></b>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<b><u>Initials</u></b>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<b><u>Initials</u></b>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

MONTH

Weeks (dates)	M	T	W	TH	F	Total	<b><u>Initials</u></b>
Monthly Total							

\_\_\_\_\_ Student  
 \_\_\_\_\_ Mentor

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

*Student and mentor teacher must initial at the end of each month and sign at end of semester or before a student drops from class.*

**EDU 284/285 – Practicum Experience Rating System for Professional Behaviors (Soft Skills)**

Name: \_\_\_\_\_ Program \_\_\_\_\_

As the student progresses through her/his internship experience the student will be evaluated on their adaptation to their professional role. Below are the major professional traits, which are associated with professional practice. For each trait negative and positive examples are listed. Place an X in the box that most closely identifies the student’s behavior for that particular trait. If the student places within the first example then an action plan must be developed. If the student places in the second example for more than one trait then an action plan is also needed. For Example: If under the trait, “Adaptability”, the student places in the example, “Rebels against change; cannot complete assignment under changed conditions”, then an action plan for Adaptability will need to be developed. If the student places in the second example for “Adaptability” and the second example for another trait (or more traits); then an action plan would need to be developed for those traits. First, the student will fill out this assessment as a self-assessment and mark the column under “self” with an X. Second, the student will review their self-assessment with his or her cooperating teacher and develop an action plan for areas needing improvement. Finally, the cooperating teacher will fill out this rating system for affective professional behaviors at the end of the internship experience.

**ADAPTABILITY:** Consider the student’s ability to adjust behavior due to organizational changes such as scheduling, reassessing priorities to accommodate changes in workload and making the transition from task to task or from one work area to another.

Self     Mentor  
            Teacher

		Rebels against change; cannot complete assignment under changed conditions.
		Unable to adjust to change without becoming anxious, needs considerable assistance to complete assignment.
		Usually adjusts to changes with minimal disruption; usually able to complete work under changed conditions.
		Adjusts readily to changes; accepts new situation without complaint and completes assignments under changed conditions.
		Have not yet observed.

**RELATIONSHIP TO OTHERS:** Consider the student’s ability to get along with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic) in a polite, cooperative manner.

Self     Mentor  
            Teacher

		Makes minimal effort to cooperate; sometimes appears indifferent towards others.
		Generally makes an effort to be cooperative but has difficulty relating to some people.
		Usually pleasant, polite, courteous and cooperates well with most everyone.
		Consistently maintains good relationships; easily adjusts to different personalities; consistently cooperative, pleasant, and polite.
		Have not yet observed.

**COMMUNICATION SKILLS:** Consider the student’s ability to communicate effectively with other students, instructors, facility personnel and children/families of varied backgrounds (socioeconomic, racial, and ethnic). This would include listening, relating positively toward others through words, proper usage of words, eye contact, and body language.

Self    Mentor  
           Teacher

		Makes minimal effort to communicate; sometimes communicates negatively to others.
		Generally makes an effort to communicate but has difficulty relating to some people.
		Usually pleasant, courteous and positive, communicates well with most everyone.
		Consistently communicates well through correct usage of words and body language, listens well, has good eye contact, and relates to others in a positive manner.
		Have not yet observed.

**PRODUCTIVITY:** Consider speed, organization and content of product.

Self    Mentor  
           Teacher

		Instructions must always be repeated; seldom completes tasks in acceptable length of time.
		Can only do one thing at a time; very slow but usually completes required work.
		Can usually organize material to complete assignments in a reasonable period of time.
		Very well organized and efficient in carrying out workload in a minimal amount of time.
		Have not yet observed.

**SELF-CONFIDENCE:** Consider the amount of reassurance needed in order for the student to complete tasks.

Self    Mentor  
           Teacher

		Unable to perform previously learned tasks without assurance of abilities.
		Occasionally performs previously learned tasks without reassurance of abilities.
		Usually performs previously learned tasks without reassurance of abilities.
		Performs most all previously learned tasks without reassurance of abilities.
		Have not yet observed.

**RESPONSIBILITY AND DEPENDABILITY:** Consider the degree to which the student is able to follow through and assume responsibility for actions.

Self    Mentor  
           Teacher

		Does not follow through, unable to assume responsibility for tasks or actions.
		Occasionally follows through, reluctant to assume responsibility for tasks or actions.
		Usually follows through, generally able to assume responsibility for tasks or actions.
		Always follows through assumes responsibility for tasks and actions.
		Have not yet observed.

**PUNCTUALITY AND ATTENDANCE:** Consider the student’s promptness, attendance record, and notification to instructor/supervisor when absent or tardy.

Self    Mentor  
           Teacher

		Consistently tardy, often absent; neglects to notify instructor.
		Often tardy or absent; and/or neglects to notify instructor.
		Seldom tardy or absent, gives proper notification to instructor/supervisor.
		Tardy or absent only under extenuating circumstances and with proper notification to instructor.
		Have not yet observed.

**INITIATIVE:** Consider the student’s resourcefulness in applying themselves to assigned tasks and daily work and seeking additional responsibilities.

Self    Mentor  
           Teacher

		Puts forth minimal or no effort in accomplishing assigned work and avoids additional responsibility.
		Does only assigned work and rarely seeks additional responsibility.
		Does assigned work well; occasionally seeks additional responsibilities.
		Does assigned work well and frequently seeks additional responsibilities.
		Have not yet observed

**DISCRETION:** Consider the student’s ability to be cautious and appropriate in communications concerning children/family information.

Self    Mentor  
           Teacher

		Shows no apparent concern toward children’s/family’s rights or needs; generally fails to respect professional confidentiality (gossips freely about children/family experiences).
		Often ignores or is inattentive to children’s/family’s rights and needs; occasionally violates professional confidentiality.
		Generally sensitive to children’s/family’s rights and needs; seldom violates professional confidentiality.
		Fully realizes the importance of his/her role in children/family rights and needs; respects children’s/family’s confidentiality.
		Have not yet observed

**PROFESSIONAL APPEARANCE:** Consider if student presents a professional image in accordance to guidelines in handbook.

Self    Mentor  
           Teacher

		Poor personal hygiene; attire inappropriate according to guidelines in handbook.
		Sometimes untidy and careless about personal appearance. Occasionally wears inappropriate attire according to guidelines in handbook.
		Generally neat and clean. Satisfactory personal appearance in accordance to guidelines in handbook.
		Always neat, clean and well groomed, presents a professional image in accordance with handbook.
		Have not yet observed

**REACTION UNDER STRESS:** Consider the student’s ability to perform required duties with accuracy and maintain organization under stressful circumstances.

Self    Mentor  
           Teacher

		Unable to perform duties required under stress.
		Sometimes lacks self-control needed to perform duties under stress.
		Occasionally excitable, but capable of performing required duties adequately under pressure.
		Consistently demonstrates poise and control under pressure. Handles stressful situations well.
		Have not yet observed

**ACCEPTS CRITICISM:** Consider the degree to which the student is able to hear, listen to, and evaluate feedback about self and activities in a positive way without defense or excess embarrassment.

Self    Mentor  
           Teacher

		Displays negative attitude when given criticism. Tries to put the blame on others.
		Occasionally able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Able to hear, listen to and evaluate feedback about self and activities without defensiveness.
		Accepts criticism in a positive manner. Uses criticism as a learning tool to improve skills. Seeks suggestions for improvement.
		Have not yet observed

**PROBLEM SOLVING/CONFLICT MANAGEMENT:** Consider the degree to which the student is able to hear, listen to, and evaluate situations about self, others, and activities in a positive way by seeking solutions to problems and conflicts.

Self    Mentor  
           Teacher

		Displays negative attitude when difficult situations arise. Does not seek to find positive, workable solutions. Does not consider others’ views or feelings.
		Occasionally able to hear, listen to and evaluate situations about self and activities in a positive manner. Occasionally offers ideas to help solve problems.
		Able to hear, listen to and evaluate situations about self, others, and activities. Usually offers possible solutions to problems that arise with a positive, helpful attitude. Usually demonstrates positive conflict management skills.
		Able to hear, listen to and evaluate situations about self, others, and activities. Consistently offers possible solutions to problems with a positive, helpful attitude. Demonstrates positive conflict resolution. Approaches problems and conflicts as learning opportunities. Seeks suggestions from others.
		Have not yet observed



**ABILITY TO WORK EFFECTIVELY WITH CHILDREN:** Consider the student’s ability to perform required duties with accuracy, care, developmental effectiveness, and true enjoyment.

Self      Mentor  
             Teacher

		Unable to perform duties required to work effectively with children. Does not provide developmental effective activities, environments, or plans. Does not enjoy children.
		Sometimes lacks the accuracy, care, developmental effectiveness, and/or enjoyment in working effectively with children.
		Occasionally does not work effectively, but capable of performing required duties adequately and with enthusiasm.
		Consistently demonstrates accuracy, care, developmental effectiveness and true enjoyment and enthusiasm when working with children.
		Have not yet observed

**SIGNATURES**

MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT\* \_\_\_\_\_ DATE \_\_\_\_\_

\* Please note signature of the student indicates that they have read the evaluation and not necessarily that they agree. Student may attach additional comments.

**EDU 284/285 – Internship Experience – School-Age  
Affective Professional Behaviors Evaluation Action Plan**

I understand that this contractual agreement must be fulfilled to satisfaction to meet the professional behavior policy for my designated program of study.

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

PROBLEM:

GOAL:

PLAN OF ACTION:

TIME FRAME FOR COMPLETION

**SIGNATURES:**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

MENTOR TEACHER \_\_\_\_\_ DATE \_\_\_\_\_

FACULTY \_\_\_\_\_ DATE \_\_\_\_\_

OUTCOME: GOAL MET \_\_\_\_\_ GOAL UNMET \_\_\_\_\_

**BRCC ACTIVITY/LESSON IMPLEMENTATION EVALUATION RUBRIC**

BRCC Student \_\_\_\_\_ Lesson \_\_\_\_\_ Date of Lesson \_\_\_\_\_

Criteria	Excellent Analysis and Application of Assignment (4 pts.)	Competent Application of Assignment (3 pts)	Developing Knowledge and Comprehension (2 pts.)	Below Expectations of Assignment (0-1 pt)	Score
<b>Prior approval of activity</b> NAEYC 6B	Fully developed lesson plan was submitted at least one week in advance	Fully developed lesson plan – submitted less than one week in advance.	Lesson plan was submitted the day activity was implemented.	Lesson plan submitted after activity was completed.	
<b>Appropriateness of activity</b> NAEYC 5C	Activity fit the age/stage of the children, fit into program’s theme, creative new idea. Appropriate learning objectives and goals from NC <i>Foundations</i> or NC Core Course of Study.	Activity fit the age/stage of the children. Standard activity w/ no new ideas. Appropriate learning objectives and goals from NC <i>Foundations</i> or NC Core Course of Study.	Activity showed little imagination. Uninteresting to children. Most of the objectives and goals were appropriate from NC <i>Foundations</i> or NC Core Course of Study.	Activity was not appropriate for the age/stage of most of the children. Objectives and goals were not appropriate and did not use the correct NC <i>Foundations</i> or NC Core Course of Study.	
<b>Materials and environment were prepared</b> NAEYC 1C	Provided or prepared for all materials and the environment prior to beginning the activity	Had most of the materials needed and was preparing environment and gathering materials as activity began	Did not think through needed materials and had to ask for assistance for materials and environment.	Was not prepared with necessary materials so children could not participate or had to wait to share materials.	
<b>Transition into activity</b> NAEYC 4B	Student Teacher’s enthusiasm drew children to activity	Children invited to participate.	Draws child(ren) away from another activity or tells child(ren) to participate	Unable to draw child(ren) into activity	
<b>Introduction/ Attention getter: real object engaged children</b> NAEYC 4C	Imaginative real object lured children to activity	Real object vaguely connected, announced not lured.	Real object part of materials but not used as a transition into activity	No real object used	
<b>Implementation of activity</b> NAEYC 5A	Children were actively involved, sustained interest for long period, BRCC student understood and creatively communicated correct content knowledge throughout the activity	Children were involved BRCC student understood and communicated correct content knowledge during implementation of activity	Children were involved under the direction of the teacher. Communication of content knowledge was limited during the activity.	Children followed model or watched teacher. Incorrect content knowledge was shared OR no communication was delivered about content knowledge	

<p><b>Closure/ Transition into next activity</b>  <b>NAEYC 5B</b></p>	<p>Summarized lesson, children were affirmed and given choices of related activities to do next.</p>	<p>Children were given options of related activity to do next</p>	<p>Children were told what to do next (unrelated activity)</p>	<p>Children were told the activity was over</p>	
<p><b>Positive Guidance</b>  <b>NAEYC 4A</b></p>	<p>No guidance needed – activity was engaging for all children</p>	<p>Guidance given as needed – told child what they COULD do – few negatives</p>	<p>Guidance was needed – redirection was used to try to regain control</p>	<p>Activity got wild, out of control – no action was taken AND/OR BRCC student raised their voice and/or threatened in order to maintain order.</p>	
<p><b>Communication</b>  <b>NAEYC 3C</b></p>	<p>(Demonstrated all the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level &amp; __ used positive body language</p>	<p>(Demonstrated most of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level &amp; __ used positive body language</p>	<p>(Demonstrated some of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level &amp; __ used positive body language</p>	<p>(Demonstrated few, if any, of the following items): __ Engaged in conversation regarding the activity; __ affirmed child’s work; __ used planned vocabulary; __ asked open ended questions; __ Listened to the children; __ was at eye level &amp; __ used positive body language</p>	

**OVERALL EVALUATION**

BRCC student spent approximately \_\_\_\_\_ minutes with this activity. Approximately \_\_\_\_ children participated.

**Please assign an overall grade to this activity**

**A B C D F**

Signed \_\_\_\_\_ Date of this evaluation \_\_\_\_\_

**Checklist for Mentor Teacher:****Before the Start of the Practicum:**

\_\_\_\_\_ Meet with the Faculty Advisor for orientation process

**First Week of Class:**

\_\_\_\_\_ Signed copy of the Mentor Teacher letter  
 \_\_\_\_\_ Signed copy of the Principal/Director letter  
 \_\_\_\_\_ Practicum Education Experience Agreement (EDU Form 4)  
 \_\_\_\_\_ Confidentiality Statement (EDU Form 5)

**First Month:**

\_\_\_\_\_ Go over with the student the Rating System for Professional Behaviors (EDU Form 9). Assist with student goals for the semester.

**Each Month:**

\_\_\_\_\_ Sign time sheet for student (EDU Form 7)

**Mid-Term:**

\_\_\_\_\_ Meet with Faculty Advisor for an informal evaluation

**End of Semester:**

\_\_\_\_\_ Performance Standards (EDU Form 3)  
 \_\_\_\_\_ Student Learning Outcomes (EDU Form 6)  
 \_\_\_\_\_ Rating System for Professional Behaviors (EDU Form 9)  
 \_\_\_\_\_ Mentor Teacher Lesson Plan Evaluation (EDU Form 12)  
 \_\_\_\_\_ Meet with the Faculty Advisor for formal evaluation